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ABSTRACT

Since 1976, the Cumberland Valley School District (Mechanicsburg, Pennsylvania) has offered an external high school diploma program for adults that combines academic achievement with life skill competencies. In 1995-1996, the Cumberland Valley School District received funds to recruit three educational agencies/school districts willing to replicate its high school diploma program for adults. A booklet explaining how to replicate the program was developed, and the life skills used in the diploma program were updated. After presentations describing the High School Diploma Program for Adults had been made at regional staff development workshops across Pennsylvania, three local school districts agreed to initiate high school diploma programs modeled after the Cumberland Valley School District's program (Northwest Intermediate Unit #5, Schuylkill Intermediate Unit #29, and Metropolitan Career Center and the Philadelphia School District). The workshop presentations of the program were extremely well received. The biggest barrier to acceptance of the model program was General Educational Development (GED) providers' fear of losing their programs. (Appendixes constituting more than 80% of this report contain the following: AchievE brochure; "How-To Booklet"; findings from the Region 1 workshop evaluation; proposal for a high school diploma for adults instead of a GED certificate; and sample partnership letter.) (MN)

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ED 402 495

TITLE PAGE

CUMBERLAND VALLEY SCHOOL DISTRICT'S "HIGH SCHOOL DIPLOMA PROGRAM FOR ADULTS"

How this program can be modeled by local school districts and educational agencies

Samuel C. Gruber
Coordinator of Continuing Education
Cumberland Valley School district

1995-96

Cumberland Valley School District
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Contract # - 098-6015

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ABSTRACT

Title: The Cumberland Valley School District's "High School Diploma Program for Adults" - How this program can be modeled by local school districts and educational agencies.

Project No.: 98-6015 Funding: $14,760

Project Director: Samuel C. Gruber Phone: 766-0217 (ext. 507)

Contact Person: Samuel C. Gruber Phone: 766-0217 (ext. 507)

Agency Address: Cumberland Valley School District,6746 Carlisle Pike, Mechanicsburg, PA 17055

Purpose: The project proposed to recruit three educational agencies or school districts willing to offer a regular high school diploma to adults. The Cumberland Valley School District's "High School Diploma Program for Adults" served as the model for this endeavor. The three educational agencies will develop a similar program in 1996-97. (353 Grant) A "How To" booklet was also developed for future use by other educational agencies or school districts.The life skills utilized to obtain a diploma were updated to reflected Phase II, Strategic Planning Process (Cumberland Valley School District).

Procedures: The Cumberland Valley School District contacted the Regional Staff Development Centers and various Intermediate units throughout Pennsylvania. Presentations on the Cumberland Valley School District's "High School Diploma Program for Adults" were made at workshops to school districts and educational agencies.

Summary of Findings: Three educational agencies, in conjunction with local school districts will initiate high school diploma programs, modeled after the Cumberland Valley School District program. They include: 1. Northwest IU # 5, along with several school districts in Erie, Warren, and Crawford counties. 2. Schuykill IU#29 along with several school district in Schuykill county 3. Metropolitan Career Center and the Philadelphia School District.

Comments: Presentations made throughout the state during the 1995-96 school year were extremely well received. For example: Twenty seven participants in a Region1 and Region 4 workshop rated presentations at 9.5 on a 10.0 scale. The biggest barrier, inhibiting success of this endeavor, is the fear of GED providers losing their programs.

Products: A "How to" booklet, a brochure explaining how the diploma program works, and updated "Life Skill Competencies" were prepared and are included in this project. A video is available through the Cumberland Valley School District.

INTRODUCTION

The Cumberland Valley School District, in cooperation with the Division of Adult Basic and Literacy Education developed an external high school diploma program in 1976. This endeavor was encouraged by Clair Troy and was modeled after a program developed at the University of Texas. The high school diploma program for adults combined academic achievement and life skill competencies developed by the Cumberland Valley School District. Participants were awarded the same diploma that was awarded to graduating seniors.

The first adult graduating class was in 1978. Twenty four adults earned their Cumberland Valley High School Diploma in 1978. Since the first year of the program the number of adults receiving their high school diploma has increased each year. In 1995 and 1996, one hundred eighty adults earned a Cumberland Valley School District diploma. Over eight hundred adults have graduated with a local high school diploma since the inception of this program.

The strength of the "Cumberland Valley High School Diploma Program for Adults" lies with the staff and their dedication to the program. During the development of the program, Clair Troy and Ethel Matthews (Division of ?Adult Basic and Literacy Education) provided much motivation to the Cumberland Valley School district. The entire staff of the High School Diploma Program were active during the past year and attended workshops where presentations were made. The staff and years of experience are as follows:

- Samuel C. Gruber (Director) - 19 years
- Wendy Latham (Counselor and Instructor - Occupational Knowledge) - 19 years
- Phil Matthews (Instructor - English and Community Resources) - 19 years
- Ken Hair (Instructor - mathematics and Consumer Economics) - 10 years
- Wayne Martens (Instructor - Law and Government) - 19 years
- Joe Correal (Instructor - Health) - 19 years

The six staff members are all certified teachers and are employed by the Cumberland Valley School District.

- Samuel C. Gruber - retired Assistant High School Principal and current Coordinator of Continuing Education.
- Wendy Latham - current High School Guidance Counselor
- Phil Matthews - current Humanities Department Chairperson
- Ken Hair - current high school mathematics instructor
- Joe Correal - current Physical Education and Aquatics Department Chairperson

This project should be of interest to any educational organization interested in providing adult students the opportunity to earn a regular high school diploma. A local school district must be involved in this endeavor. The provider can be a local school district or consortium of school districts. The provider could also be any agency, currently offering GED programs or interested in providing a high school diploma program, willing to develop a partnership with a local school district or districts.

SOURCE OF DISSEMINATION OF THE PROJECT

A. Cumberland Valley School District
c/o Continuing Education
6746 Carlisle Pike
Mechanicsburg, PA 17055
766-0217 (ext. 507)
Fax -795-9709

B. Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education
333 Market Street
12th floor
Harrisburg, PA 17126--0333

C. AdvancE
PDE Resource Center
333 Market Street
11th floor
Harrisburg, PA 17126-0333

D. Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Highway
Route 8
Gibsonia, PA 15044-9644

The Cumberland Valley School District, since the inception of the "High School Diploma Program for Adults", has personally experienced the desire adult learners have expressed and experienced, in having the opportunity to earn their local high school diploma. It provides the opportunity to have a SECOND CHANCE to return to school and earn a high school diploma.

The program also exposes the participants to fifty two life skill components that are as valuable as a diploma itself. These life skill components are the same as those developed by the five hundred one school districts in Pennsylvania.

Is a local high school diploma more valuable than a GED? Though many providers would deny this, experience shows this to be true. The U.S. Military (developers of the GED during World War II), registered nursing, Pennsylvania State Police, and direct admission into four year colleges are only several of organizations demanding a regular high school diploma.

Our program is the third lowest federally funded program, receiving moneys through ABLE, in Pennsylvania. We service approximately one hundred sixty individuals a year despite this low funding ratio. IBM, Susquehanna Employment Training Council, Pennsylvania Blue Shield, Walmart, and several

other organizations have sought out partnerships with our school district and have allowed us to meet our commitment. We have over forty candidates on a waiting list for the 1996-97 school year.

To further validate the value of a high school diploma, Karen Bowser (Pennsylvania Blue Shield) has developed a doctoral thesis for the Pennsylvania State University, providing data and research to validate the value of earning a high school diploma.

It should be noted that the GED is a valuable diploma. The Cumberland Valley School District also operates a GED Preparation Program. The purpose of this "353 Project" is to show that there is an alternative to compliment the GED diploma.

The appendices contain materials that demonstrate the value of offering a "High School Diploma Program for Adults".

BODY OF REPORT

The Cumberland Valley School District, Mechanicsburg, Pennsylvania was asked to perform three functions. These functions were as follows:

1. Recruit three educational agencies willing to establish a "High School Diploma Program for Adults", in conjunction with a local school district(s). The Cumberland Valley School District's program will be the model for this endeavor.
2. The "life skill competencies" for the Cumberland Valley program were to be updated to reflect Phase II of the Strategic Planning Process of the Cumberland Valley School District.
3. A "How to" booklet was to be prepared in order to help interested agencies start a similar diploma program for adults.

In order to recruit three school districts or partnerships of school districts, willing to award their local diploma, it was necessary to travel across the state. The regional staff development agencies helped our school district to complete this project. We presented workshops about our high school diploma program for adults at Cabrini College, Lehigh University, Mercer County IU, Edinboro IU #5, Mercer (Region 1 & 4, Schuykill IU, and the Metropolitan Career Center in Philadelphia. Presentations were also made at the COABE conference in Pittsburgh and at the Pennsylvania School Boards Conference at Bucknell University.

It was necessary to meet with school district superintendents and convince them of the merit of awarding their local high school diploma to adults.

The five staff members, of our high school diploma program, worked together during the year to produce a "How To Develop A High School Diploma For Adults" booklet. Their nineteen years of experience helped produce a booklet that can be used by agencies in the future to help develop similar programs.

Two staff members worked with the Cumberland Valley School District's Strategic Planning Committee to update our life skill competencies. They coordinated the life skill with Phase II of the Strategic Planning process. The life skill competencies for adults are the same as those for students graduating from Cumberland Valley High School.

All three objectives were met during the prescribed time frame.

1. Three educational agencies, in partnership with local school districts, committed to initiate a "High School Diploma Program for Adults". The Participants will earn the same local high school diploma as graduating seniors.The three agencies who will model the Cumberland Valley School District's program will adapt these learner outcomes to develop their own program. The outcomes will be specific for each participating agency.

   The three agencies who will model the Cumberland Valley School District's program will adapt these learner outcomes to develop their own program. The outcomes will be specific for each participating agency.

   The "How To" booklet is included in this report. It will provide agencies, interested in starting a similar program, incites needed for planning an endeavor to start a local high school diploma program for adults.

All objectives were met

The evaluation of the project is reflected by the completion of the three objectives of the project. Three educational agencies were recruited to initiate a similar high school diploma program for adults next year. Interestingly enough, two intermediate units and a career center will develop programs, in partnership with local school districts. Two projects will see school districts form a consortium and one will be completed with a single school district.

An evaluation from the workshop presented at the Region 1 and Region 4 Inter-Regional is included in the appendix. The evaluation conducted at the Pennsylvania School Boards Conference at Bucknell university received an even higher rating.

. Dissemination of the project report and product will be completed by the following fashion.

1. Project materials will be on file and available at the Cumberland Valley School District, Bureau of Adult Basic and Literacy Education, AdvancE, and Western Pennsylvania Adult Literacy Resource Center.

2. Presentations of the Project will occur at the PACCE and other educational conferences.

3. Mailings about the project will be sent to Pennsylvania school districts.

4. The staff of the "Cumberland Valley High School Diploma Program for Adults" will be available to work with agencies desiring to start similar programs in the future.

5. Seminars will be presented to businesses and industries interested in forming partnerships with school districts. (ex; The Cumberland Valley School District has partnerships with Susquehanna Employment and Training Counsel, Pennsylvania Blue Shield, Hershey Foods, and Walmart)

AchievE
Brochure

Cumberland ValleySchool District's
High School Diploma Program for Adults

4 Easy Steps to a High School Diploma

1. Application

A short application form will be made available to you by calling the Adult Education Department of the Cumberland Valley School District. Just fill it out and return it.

2. Placement

Unless you have obtained a GED, a test is given to assess your basic math and English skills. You must pass these tests to enter the life skills competency portion of the Adult Diploma Program. If you do not pass these tests, you will be placed in the appropriate class so that you may learn the skills you need to go on and enter the competency portion of the program. From there on, you will work at your own pace to earn your diploma.

3. Review

As you move through the program, your achievements will be reviewed by your teachers and the school's superintendent

4. Completion

On completion of the life skills competency portion of the program, you will receive a Cumberland Valley High School Diploma, the same diploma as graduating seniors.

For a videotape explaining the Cumberland Valley High School Adult Diploma Program, contact any Cumberland County Library.

This program is provided free of charge thanks to funding by the Bureau of Adult Basic Education and Literacy Education (Pennsylvania Department of Education) and the Cumberland Valley School District.

For information or an application call the Cumberland Valley High School's Department of Adult Education.

766-0217

extension 507

AchievE

Cumberland Valley School District's
High School Diploma Program for Adults

About the program

The Cumberland Valley High School Adult Diploma Program is based on life skills competencies. To complete the program each participant must learn certain skills including the identification of facts, reading and speaking skills, computation, problem solving and creative thought, interpersonal and social skills and physical coordination. These life skills competencies are derived from 52 subject areas established by the Cumberland Valley School District for graduating seniors. The Cumberland Valley High School Adult Diploma Program has divided these competencies into the following five categories:

Government and Law
Occupational Knowledge
Health
Consumer Economics
Community Resources

Upon entering the competency portion of the Adult Diploma Program each participant is given a workbook. Working at their own pace, participants meet every third week with their teachers to review their work. A guidance counselor is also available for career planning.

Participants in the Cumberland Valley High School Adult Diploma Program attain the same level of academic performance as graduating seniors. Through the completion of the competencies, they also gain a tremendous working knowledge of the community in which they work and live.

Who may apply

Any Pennsylvania resident who is 20 years of age by the first of July in the year they would graduate may apply. Because participants work at their own pace, it is possible to graduate within one year's time.

Cost

The Cumberland Valley High School Adult Diploma Program is a federally funded program. There is no tuition, enrollment, or other educational cost. The participant is, however, responsible for some nominal fees to cover the cost of a diploma, a diploma cover, and record keeping. Graduates may keep their caps and gowns. Optional announcements and invitations are also available at a minimal charge.

How to apply

Those wishing to receive an application for the Cumberland Valley High School Adult Diploma Program should send a stamped self-addressed envelope to:

Mr Samuel Gruber
Cumberland Valley High School
6746 Carlisle Pike
Mechanicsburg, PA 17055

Return the completed application to the above address. For more information, call the Cumberland Valley Adult Education Office at 766-0217, extension 507. Deadline for application is July 31st.

Calendar

First Meeting

It is mandatory for anyone enrolled in the program to attend the first meeting for orientation.

First Semester (September - December)

Participants who have earned a GED will not need to attend the first semester. These participants will begin the program in January at the start of the second semester. A copy of the GED must be presented in order to exempt the first semester.

Participants who do not have a GED will be given competency tests in both math and English. A participant who scores 70% or higher on these tests will begin in January at the start of the second semester.

Participants who score lower than 70% on these tests will be enrolled in remedial classes so that they may improve their scores. There are approximately four classes per subject. Participants will be retested during class.

Second Meeting
Second Semester (January - May)

This is the time when participants begin the life skills competency portion of the program, which covers the areas of consumer economics, community resources, government/law, health, and occupational knowledge. During the second semester, participants will meet once a every third week with their instructors. Work is based on life achievements and is done on the participants' own time, at their own pace, in their own home communities.

HOW TO BOOKLET

AchievE

The Cumberland Valley Diploma Program

Training Manual

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Introduction

The Cumberland Valley Diploma Program has been acclaimed as one of the most cost effective ways to enhance the life-skill levels and overall education of under serviced community residents .

In 1976, the Cumberland Valley School District, encouraged by the Pennsylvania Department of Education, started an external two-phased degree program. In phase one, the diagnostic phase, the students are expected to achieve the same English and mathematical skills mastered by the school district's graduating seniors. (A GED is accepted as satisfactory completion of this phase.) In phase two, the assessment phase, the participants must complete 52 major life-skills, or performance-based competency statements. These life-skills were developed through the Strategic Planning Process of the Cumberland Valley School District and are of the same level as graduating seniors.

The Cumberland Valley Diploma Program is an applied performance high school program that gives credit to adults, 20 years and older, who have acquired high school level skills through their life experiences. This program expects adults to demonstrate their ability in a series of exercises that parallel job and life situations. Participants are evaluated on their acquired knowledge, and how well they take responsibility for gaining subsequent skills through existing community resources. Participants must achieve mastery of all the competencies required to attain their diploma. This program is unique in that graduates receive the same diploma that is awarded to the high school graduating seniors.

This training manual marks the beginning of an extended initiative designed to help adult educators who are interested in establishing a similar diploma program. As a guideline, we have included our written curriculum for the 1995-96 school year . To best serve community residents, however, the high school diploma program should be established in conjunction with the local school district or consortium of school districts. The school district(s) should award the same diploma that is awarded to their graduating seniors. Instructors and administrators should adapt this program to the Strategic Planning Guidelines of their own school districts and communities. Even with regional adaptation this manual remains a viable outline to help interested school districts develop similar initiatives. By making available its 18 years of applied knowledge, the Cumberland Valley School District can help implement this or similar programs with shorter "ramp-up" time and less wasted effort.

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Program Goals

Through this program, adults gain competence in the following areas:

- oral and written expression
- listening and reading
- following instructions
- computation and problem solving
- goal setting
- time management
- career development and entry level job skills
- using community and educational resources effectively

The students demonstrate and increase their awareness of their community and government. By following the program, students learn by doing. Through this learning they set their own pace and learn to set goals. They feel the accomplishment of attaining those goals. The program allows a great deal of flexibility for the participants.

Target Population

While the minimum age is 20, the adult students average 34 years of age. Many mature adults are at a point in their lives where they acknowledge the value of a high school diploma. Motivated by employment constrictions, economic constraints, or pursuit of a personal goal, these students want their high school diploma. There is no age cut off. For many adults who have had difficulty in high school, this non-traditional approach to learning is less threatening. Since the program is self directed, with few time constraints, many adults find that the program is easier to fit into their present life styles. These students are anxious to attain goals, are mature in their approach to learning, and are self-motivated.

An Overview

The AchievE Program has two phases: the diagnostic and the final assessment.

Diagnostic Phase

In this first phase, an adult student completes six diagnostic instruments (tests) that identify individual learning deficiencies. These deficiencies have potential to prevent an adult from successfully completing the skills competencies required for the diploma assessment. The diagnostic phase also helps the adult to understand the program requirements. If the adult student is deficient in reading, writing and /or math, the program advisor prescribes remedial procedures to help the adult overcome his/her deficiencies and master the necessary skills tom advance in the program. The advisors assist the adult identify educational resources in the community (ABE centers, tutors, libraries, friends) where s/he might go to get help. the responsibility for contacting those resources, however, falls upon the adult student. When learning has been accomplished, the adult student schedules a re-test. When re-testing is not satisfactory, more remedial procedures are prescribed and the process is repeated.

Final Assessment

In the second phase, the adult student demonstrates the ability to complete the life skill competencies in his/her home school district and community. These life skill competencies simulate real life tasks.

For example, an adult might demonstrate reading, writing, and critical thinking by searching for a new apartment, reading the lease, writing a letter of complaint to his or her landlord, and budgeting the rent from a simulated monthly salary. The adult's answers are measured according to standardized criteria. The competencies demand a mastery of all skills, but allows for the adult to self-pace the learning. Each participant maintains a portfolio of completed work.

Once the life skill competencies are completed (with a 100 percent proficiency) and reviewed by the director, the high school diploma is awarded by the local school district.

The high school diploma program takes an average of one year to complete.

Procedure

Adult Education Committee

In order to implement an Adult Diploma Program, school boards must agree to grant a traditional diploma to adults who successfully demonstrate the approved competencies. Once this is established a committee should be formed. This committee should include the following:

- a chairperson
- local community members
- educational staff
- school board members

This committee will be responsible for the following:

1). creating a mission statement

2). creating a belief statement

3). establishing graduation outcomes based upon these criteria:

- life skill competencies
- strategic planning outcomes

4). establishing staff needs:

- director
- administrative Assistant
- 5 teachers (recommended)
- a counselor

5). establishing location/class sites

Director Responsibilities

- Oversee program
- Insure that school district requirements are being met
- Coordinate efforts with outside agencies
- Fulfill state and federal program requirements
- Others (as needed)

Administrative Assistant Responsibilities

- Coordinate scheduling of program
- Coordinate communications and mailings
- Act as liaison between director and teaching staff

Staff responsibilities:

- Review state wide initiatives
- Expand the competencies to meet these initiatives based on local community and school board parameters. Design a workbook for students to follow.
- Meet on a regular basis
- Review the progress of the program
- Develop and implement the program calendar
- Participate in a yearly review to benchmark progress

Counselor:

- Oversee all student testing
- Assist in grading and record keeping
- Provide ancillary support for participants
- Provide career and college counseling

Recruitment of Students

Methods of recruitment

1) Newspaper
2) School publications
3) Radio
4) Business partnerships
5) Public relations i.e. newspaper and radio coverage
6) Word of mouth
7) Human service organizations.

History has shown that "word of mouth" has been the most successful form of recruitment. Students that have been successful in obtaining their diploma will encourage friends and relatives to apply the following year.

Business partnerships have also proven to be successful. Employees gain their high school diploma and other intangibles. Employers gain employees that can now make contributions to their businesses with a greater sense of connection to their community.

See attachments: Newspaper articles

In the Cumberland Valley School District program, a maximum of 150 students is accepted. Students are accepted into the program as follows in priority order:

1) School District residents
2) Former Cumberland Valley School District students
3) Students referred by community partnerships
4) Applications ranked in order received

Applications must be completed in full. Spelling must be correct. Punctuation, sentence structure and grammar must show potential to meet high school graduation requirements.

Calendar

mid-August

The AchievE program begins in mid-August with staff meetings held by the director.

- The schedule for the year is established.
- The entire program outline and expected outcomes are finalized.
- The students' applications are reviewed in order to familiarize the staff with the students' backgrounds and expectations.
- The Administrative Assistant develops portfolios for each student. Their portfolios will be used throughout the year to hold the student's papers.
- The Administrative Assistant creates a data base for the staff. This data base helps the staff reach the students on an as-need basis.

September

- The first meeting with the students.
- Students are given a yearly calendar of class times, a test schedule, and are introduced to the staff
- Expectations and goals are reviewed

October/November

- The "Diagnostic Phase"- the tests of basic English and Math, are given.
- Test results are reviewed by the counselor and staff. Students receive their results within a week's time. A 70% is passing. (See Insert #1)

November/December

- Students achieving less than a 70% receive remedial class instruction.
- Remedial students must pass post test (scoring 70% or better) to continue onto assessment phase of the program.
- Students needing additional time for skill building are referred to community agencies such as the Literacy Council, the Vietnamese Center, and Catholic Charities. Tutorial assistance can also be arranged. These students are encouraged to return once they feel confident to to be tested.

January/May

- Students are expected to meet with all five teachers once every three weeks.
- Work is reviewed and possible suggestions of corrections are made.
- Completed competencies are placed in the student's portfolio.
- Students will continue to meet with teachers until all 52 competencies are completed to the satisfaction of the staff.

May

- Students who have completed all their work have their portfolios reviewed by the director.
- Students unable to finish during this semester are given the opportunity to

continue with this portion of the program the following year.

June

- Graduation

Budget

The AchievE program is partially funded by a "322 Grant" through the Bureau of Adult Basic and Literacy Education (Pennsylvania Department of Education). The Cumberland Valley School District provides the rental of office and classroom space, and office expenses. GED monies can be transferred to fund a high school diploma program. Additional Funds are provided through partnership with Susquehanna Employment and Training Corporation, Pennsylvania Blue Shield, and IBM. Additional partnerships are currently being formed. Students pay only a small fee for their diploma and record keeping.

1996 - 1997 DIPLOMA PROGRAM SCHEDULE

ORIENTATION MEETING: Thursday, September 19, 1996, at 6:30 P.M. - High School Auditorium

MATH TEST Tuesday October 1, 1996 at 5-7 P.M. in High School Auditorium
ENGLISH TEST Tuesday October 8, 1996 at 5-7 P.M. in High School Auditorium

REMEDIAL MATH CLASS DATES: S113 - (6:30-8:00)

Tuesday	October 15, 1996
Tuesday	October 22, 1996
Tuesday	October 29, 1996
Tuesday	November 5, 1996

REMEDIAL ENGLISH CLASS DATES: H228 - (6:30-8:30)

Tuesday	November 12, 1996
Tuesday	November 19, 1996
Tuesday	November 26, 1996

GENERAL MEETING FOR ALL DIPLOMA PROGRAM MEMBERS

This meeting is for all Adult Education Diploma Students. The teachers will be presenting valuable information regarding their specific competencies.

DATE: Thursday, January 9, 1997
TIME: 6:00 P.M.
LOCATION: High School Auditorium
TEACHERS:
Mr. Joe Correal (Health)
Mr. Ken Hair (Consumer Economics)
Ms. Wendy Latham (Occupational Knowledge)
Mr. Wayne Martens (Government and Law)
Mr. Phil Matthews (Community Resources)

TO GRADUATE EACH STUDENT MUST:

-- attend a minimum of one session per cycle until all work is completed.
--meet with all five teachers each cycle until all work is completed in their subject area.
--have completed at least one competency in each subject area per cycle until all work is completed
--have successfully completed the writing seminar (either March 11 or April 8)
--have all competencies completed by 8:00 P.M., Tuesday May 6, 1997

****

SCHEDULE: 6:00-8:00 P.M.

January	27/28/29/30 (snow make-up 2/4)	April	21/22/23/24
February	24/25/26/27 (snow make-up 3/4)	April	8 (Writing seminar)
March	11 (writing seminar only)	May	5/6
March	17/18/19/20 (snow make-up 3/25)	GRADUATION -JUNE 9, 1997	

A

Consumer Economics

COMPETENCIES

Instructor..... *Ext.*.....

1. All students use numbers, number systems and equivalent forms (including numbers, words, objects, and graphs) to represent theoretical and practical situations.

A. Demonstrate a basic knowledge of the metric system by solving selected problems.
B. Determine volumes of rooms in selected problems.
C. From a selected list find the cost per ounce of various items.

2. All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.

A. Use a calculator to interpret pay stub deductions.
B. Use a calculator to compare the pay rates of two comparable jobs for regular time and over time.
C. Use a calculator to compute a new base salary and overtime.
D. Locate an article concerning the computer and write a paragraph concerning the impact of the computer on our society.

3. All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.

A. Use a bank interest schedule to determine the amount of interest paid on various types of loans.
B. Correctly complete a sample check.
C. Correctly compute a balance from a sample bank statement.
D. Correctly complete a receipt from.

4. All students formulate and solve problems and communicate mathematical processes used and the reasons for them.

A. In relation to Consumer Economics and mathematics define the following: interest, loan, bank account, income, net, inflation, budget, and gross.
B. Explain deductible insurance by doing several selected examples.
C. Solve a set of common mathematical problems.

B

Community Resources

COMPETENCIES

Instructor..... *Ext.*.....

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

A. List all of the libraries located within your county.
B. Obtain a library card from a library within your county.
C. List services provided by a library within your county.

2. All students read and use a variety of methods to make sense of various kinds of complex texts.

A. Select one emergency facility within your community and review its stated function, list its major sources of revenue, and write a short statement discussing its major service provided.
B. Contact and/or visit you school district office and after reading a copy of the budget list the three major areas of income and spending of your district. (You may wish to obtain a copy of the budget, but you do not have to do so to successfully complete this assignment.)
C. Acquire and complete either a tax exoneration and change of assessment form.(the form you choose must be completed, but you may choose to use fictitious information to do so)

3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

A. Select one public health or welfare agency within your county and after gaining sufficient information about this agency write a short statement as to its function as it relates to your community.
B. Select a church within your community and after gaining sufficient information about this church be able to discuss its function as it relates to your community.
C. Obtain a timetable from an airline and after you have learned how to read it be prepared to demonstrate your ability to successfully plan a round trip from Harrisburg to some selected destination. (you may not use a travel agent or airline printout)

4. All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.

A. In a well developed paragraph discuss your expectation for the community in which you live. Please discuss your expectations in regard to moral and educational values.

C

Government & Law

COMPETENCIES

Instructor..... *Ext*.....

1. All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States, and other nations, and describe themes and patterns of historical development.

A. List five basic rights found in the Bill of Rights of the United States Constitution and list at least one limitation of each of these rights. Be prepared to explain your answers.
B. List the rights of an accused person.
C. From a selected list of terms applying to rights and responsibilities of citizens, be able to define or explain meanings.
D. From a selected list of terms applying to local, state, and federal government, be able to define or explain meanings.

2. All students describe the development and operation of economic, political, legal and governmental systems in the United States, assess their own relationship to those systems and compare them to those in other nations.

A. List four responsibilities you may have as a citizen of your township.
B. List four responsibilities you may have as a citizen of Pennsylvania.
C. List four responsibilities you may have as a citizen of the United States of America.
D. Show proof of voter registration or correctly complete a registration from.
E. List the specific site where you vote.

3. All students will examine and evaluate problems facing citizens in their communities, state, nation and the world by incorporating concepts and methods of inquiry of various social sciences.

A. List four services provided by your township, your county, the state, and the federal government.
B. In a short essay discuss one problem that is common to all levels of government.
C. List five educational opportunities provided by your school district in addition to elementary and secondary education.
D. Explain in writing the procedure for making a presentation to the school board.

D

Health

COMPETENCIES

Instructor..... *Ext*.....

1. All students develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations.

A. Must take and pass a C.P.R. course
B. Be able to recognize and treat the symptoms of shock.
C. Be able to identify the two types of bleeding and how to effectively stop the flow of blood from both an artery or vein.
D. Demonstrate knowledge of poisoning prevention and treatment.
E. List the function and location of ten major organs.
F. List ten different medical specialities. Example: Pediatrics is the study of the treatment of children.

2. All students recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stages of life.

A. List and explain at least 7 vitamins and their relationship to good general health. Example: "Vitamin A is needed for…".
B. Explain the importance of proper diet to good general health. (create a food pyramid)
C. Compile a list of eight common food additives and explain their role in food safety.
D. List the basic food groups that should be eaten every day.

3. All students demonstrate their knowledge of the benefits associated with physical fitness and good personal habits including promotion of disease prevention.

A. Understand the relationship of excess weight and its detriment to good health.
B. Explain how and why the heart and blood pressure are adversely affected by excess weight.
C. List and explain at least three virus-caused disease.
D. List four sexually transmitted diseases, and explain the basic measure of prevention and treatment for each.
E. List four ways that AIDS can be transmitted.
F. List and describe five mental and emotional disorders. Example: "Paranoia is… ".
C. Demonstrate an understanding of self-destructive behavior and discuss possible causes and prevention and/or coping skills

E

Occupational Knowledge

COMPETENCIES

Instructor..... *Ext*.....

1. All students explore the multiple purposes of work and the range of career options including entrepreneurship, and relate them to their individual interests, aptitudes, skills and work-related values.

A. Complete chart #1 to demonstrate your knowledge of diverse sources of job information and possible employment opportunities. Write a short paragraph discussing which you feel is the most important.
B. Complete chart #2 by researching four different occupations.
C. Complete chart #3, and be able to recognize the differences between state, private, and temporary employment agencies.
D. Using the GIS, Discover, APTICOM, or any other search system, explore at least one module (career or college). Produce your printed results for review. (these systems are located in your local high school, library, or employment bureau.)
E. Research a union, you own or another, and write a paragraph detailing its purposes, benefits, and obligations as well as your opinion as to how it fulfills these specific areas.

2. All students assess how changes in society, technology, government and the economy affect individuals and their careers and require them to continue learning.

A. Describe in detail at least six attributes and skills that may lead to promotion in the workplace.
B. List ten major obstacles to success in employment.
C. Write a paragraph on how computers and technology have changed either your present job or the world of work in general. (please use specific details for support)
D. Using the "Occupational Outlook Handbook" list four areas for employment that are predicted to increase and four areas of employment that are predicted to decline through the year 2005.
E. What is "ISO 9000" certification? (Answer may be presented orally or in written form.)
F. List the efforts you have made over the last three years to upgrade your knowledge and skills in an attempt to remain competitive in the job market. Write a short statement on why you feel it has been important for you to do so.
G. Complete chart #4 listing at least four agencies that assist "non-traditional" adult students to either return to school or receive additional job training.

F.

Global Studies

COMPETENCIES

Instructor ..... *Ext.* .....

1. All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created

A. Students will research one historical period of art and will produce a collage that demonstrates their knowledge of this period.

2. All students produce, perform or exhibit their work in the visual arts, music, dance, or theater, and describe the meanings their work has for them.

A. Students will view an instructor approved historical film like the ones listed below and will complete a response journal to describe their feelings as they; view the materials presented by the director of the film

- Amadaeus
- Dances with Wolves
- Mutiny on the Bounty
- Tora, Tora, Tora
- Mississippi Burning
- All the President's Men
- Julius Caesar
- Citizen Kane
- Little Big Man
- Glory
- Grapes of Wrath
- Dr. Strangelove
- Apocalypse Now
- The Ten Commandments

3. All students evaluate and respond critically to work from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the work.

A. Given a specific piece of literature the student demonstrates their basic knowledge of the elements of plot, setting, and character.

4. All students will demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

A. In a paragraph the students will identify prejudice on either the local, state, national, or international level and will provide some type of viable solution to the problem.

5. All students understand and describe the components of ecological systems and their functions.

A. In good paragraph structure briefly explain how an ecological system functions.

G

Writing Seminar

COMPETENCIES

Instructor ..... *Ext.* .....

1. **All students describe the meanings they find in various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form. (Completed as part of the writing seminar.)**

   A. Given a specific work of art and an aesthetic understanding of the art form, the student will describe in writing the meaning of the work.

2. **All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities. (Completed during the writing seminar.)**

   A. All students will perform at least one hour of community service in a group setting and evaluate the results of the activity in a well developed paragraph.
   B. All students will demonstrate cooperative learning in a group setting.

3. **All students will exchange age appropriate information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications. (Completed as part of the writing seminar.)**

   A. Given a set of oral instructions, students will complete the tasks independently.

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DATE _____

CUMBERLAND VALLEY SCHOOL DISTRICT

APPLICATION

HIGH SCHOOL DIPLOMA PROGRAM FOR ADULTS

*** Were you previously enrolled in this program?_____Yr._____

1. Complete the Application (Please answer all questions).

2. Mail applications to: Mr. Samuel Gruber, Director of Continuing Education, Cumberland Valley High School, 6746 Carlisle Pike, Mechanicsburg, PA 17055

3. ***You must be 20 years old by July 21 of the year you would graduate.** (Any questions or concerns, please call Adult Ed. Office 766-0217, ext 507)

4. **FIRST MEETING OF THIS PROGRAM:** Date:_____Time:_____
(All APPLICANTS MUST ATTEND) Mark this date on your calendar - no reminders will be sent!

A. APPLICANT:_____
NAME (LAST) (FIRST) (MIDDLE INITIAL) (SOCIAL SECURITY #)

B. ADDRESS: _____
(STREET) (TOWN) (STATE) (ZIP)

C. PHONE: HOME_____WORK_____EMERGENCY NO_._____

D. PERSONAL DATA:

(a) Date of Birth_____(b)Age_____(c)M___F___(d)Married_____

(e) Names and ages of children: _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

(f) Are you a citizen of the United States of America?_____

(g) What township do you reside in?_____

(h) In what school district do you reside?_____

(i) Interests and Hobbies

BEST COPY AVAILABLE

E. EDUCATION:

NAME OF SCHOOL ATTENDED_____

Attendance: From:_____ To:_____ (Month and Year)

LAST GRADE COMPLETED_____YEAR CLASS GRADUATED_____

COURSE OF STUDY:(College Prep)_____(Bus.)_____(Gen.)_____

(Dev Ed.)_____

REASON FOR LEAVING SCHOOL_____

HAVE YOU EVER TAKEN OR PASSED A GED TEST?_____

WHY ARE YOU INTERESTED IN EARNING A HIGH SCHOOL DIPLOMA_____

_____

HOW DID YOU LEARN OF OUR "DIPLOMA PROGRAM FOR ADULTS"_____

_____

DO YOU HAVE ANY OTHER FAMILY MEMBERS TAKING THIS PROGRAM WITH YOU?____

IF YES, WHO?)_____

F. EMPLOYMENT INFORMATION:

NAME AND ADDRESS OF EMPLOYER_____

_____

JOB TITLE_____ TYPE OF EMPLOYMENT_____

YOUR DUTIES AND RESPONSIBILITIES_____

_____

DATE OF EMPLOYMENT_____ NAME OF SUPERVISOR_____
(MO.) (YR.)

REFERENCES (NAMES AND PHONE NUMBERS):

1._____ _____

2._____ _____

3._____ _____

4._____ _____

ADDITIONAL INFORMATION

HAVE YOU HAD ANY AFFILIATION WITH CUMBERLAND VALLEY SCHOOL DISTRICT IN THE PAST? (Please explain) _____

_____

_____

_____

_____

PLEASE WRITE A BRIEF PARAGRAPH EXPLAINING WHY YOU WOULD LIKE TO ENROLL IN THE CUMBERLAND VALLEY ADULT DIPLOMA PROGRAM -

* PLEASE CONTACT THE ADULT EDUCATION OFFICE OF ANY CHANGES IN THE INFORMATION ON THIS APPLICATION.

* PLEASE CONTACT US AFTER SEPTEMBER 1 AND PRIOR TO THE FIRST MEETING DATE TO FIND OUT IF YOU HAVE BEEN ACCEPTED INTO THE PROGRAM.

CUMBERLAND VALLEY ADULT EDUCATION OFFICE
6746 CARLISLE PIKE
MECHANICSBURG, PA 17055
766-0217 OR 249-6996 (ext. 507)

Cumberland Valley High School

6746 Carlisle Pike
(717) 766-0217

Mechanicsburg, Pennsylvania 17055
(717) 249-6996

SAMUEL C. GRUBER
Coordinator of Continuing Education

EXTENSION 507

DATE

Dear

The requirements of the Cumberland Valley Adult Diploma Program clearly state that to continue in the program you must come in and meet with the instructors at least once during each monthly cycle. Because you have not attended during the cycle in *MONTH*, you are no longer eligible to graduate from this year's program. If you wish to reapply for next year's class, or if you have any questions, contact Mr. Samuel Gruber or myself at 766-0217, ext.507 or 464.

Sincerely,

Wendy Latham
Counselor

WEL:bk

cc: office copy

J

Cumberland Valley High School

6746 Carlisle Pike
(717) 766-0217

Mechanicsburg, Pennsylvania 17055
(717) 249-6996

SAMUEL C. GRUBER
Coordinator of Continuing Education

EXTENSION 507

DATE

To Whom It May Concern,

This letter is to certify that NAME graduated in YEAR from Cumberland Valley School District's High School Diploma Program for Adults. This program is approved and funded by the Pennsylvania Department of Education.

Because this is a competency based educational program, we do not have an official transcript of grades. Under the program, students must meet minimum standards in English and mathematics. Also, they must complete established competencies in the following areas: Government and Law, Community Resources, Consumer Economics, Health, and Occupational Knowledge. In completion of the program, the adult graduate receives the *exact* same diploma as the graduating senior.

If you should need any further information, please feel free to contact me.

Sincerely,

Samuel C. Gruber
Coordinator of Continuing Education
High School Diploma Program
766-0217, ext. 507

K

TO: Adult Diploma Class of _____

DATE: DATE

RE: Student's responsibility for Diploma Program

All students will be **required** to meet with **all five** teachers at least once during each of the scheduled meeting periods. It is mandatory that each student attend these meetings and present material to each teacher.

If the student cannot attend during these meeting periods, it is his/her responsibility to contact Ms. Latham prior to the last day of the scheduled meetings, and make arrangements to submit their completed materials to her for distribution to the five teachers. (766-0217, ext.464 - Monday through Friday - 8:00 a.m. - 3:00 p.m.)

If the student fails to meet these obligations, he or she, will be dropped from the diploma program.

FOR YOUR INFORMATION

* There are now computers available that show all government jobs available, as well as openings with the Department of Labor. These are set up at the Giant Food Store in Colonial Commons and in the Camp Hill Shopping Center. Using this computer program (and bringing in a print out) can be substituted for your occupational knowledge assignment #1.

* CPR classes at HACC: 2/13, 3/14, 4/12, 5/18. Call 780-2510 for more information on registration.
For other CPR classes check local hospitals, fire companies, Red Cross, and YMCA.

* HELPLINE - Stay-at-home women trying to plunge back into the job market can get a packet of information on local job-readiness and training programs, support groups, financial-aid options, health-insurance rights and child-support agencies by calling 800-235-2732, the helpline number of Women Work! The National Network for Women's Employment.

L

EVALUATION

REGION ONE WORKSHOP

Cumberland Valley School District's
High School Diploma for Adults
Sam Gruber
May 31, 1996

COMMENTS

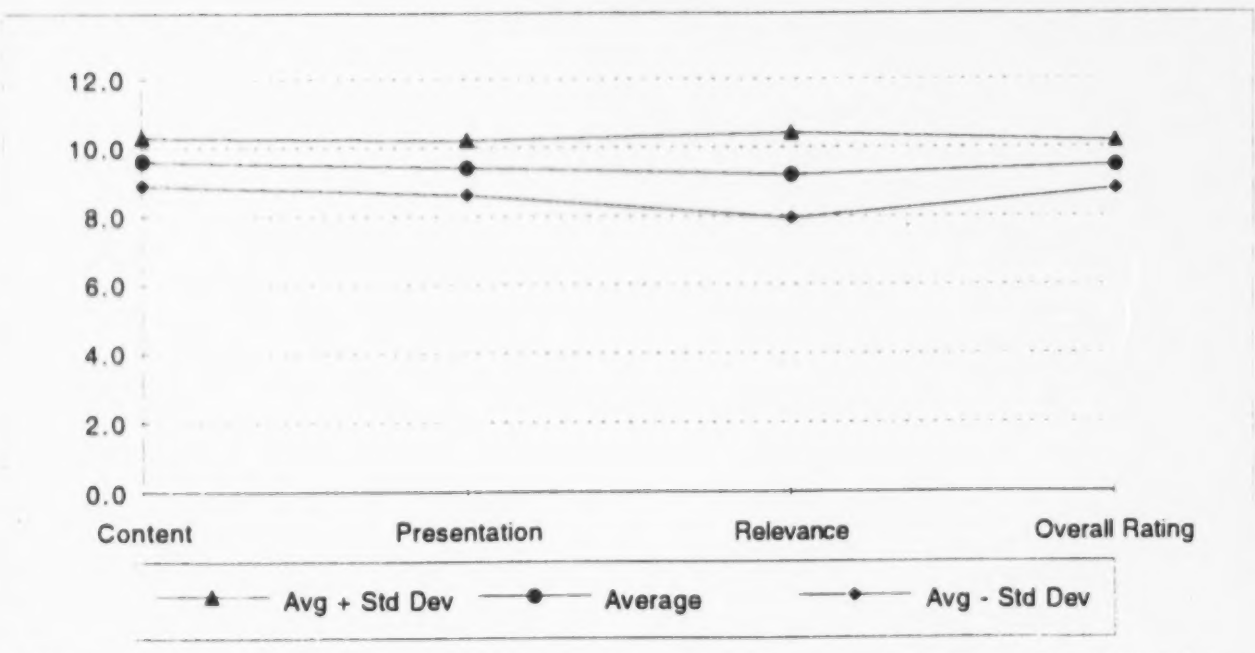
Terrific presentation. Great innovative program. Thank you.
Excellent!
Very interesting program. I hope to see more school districts adopt it.
Very surprised this is available. Hope you have continued success.
Very interesting and informative session. I wish we had a program like this in our area. I know it would be very well received.
Any program to get adults back in education are wonderful! What an exciting opportunity for many adults. I wish there were more daytime classes. The plethora of single parents need to be home at night.
Too bad this can't be duplicated without a school system.
Very interesting and informative presentation.
Prepared for different technology than was available - expected overhead - didn't have hand-outs we could keep because didn't expect this.
The life skills component is great - crosses content area lines and makes knowledge relevant.
We needed a copy of the booklet!!
Very informative and interesting. Very relaxed presentation obviously by a well-seasoned educator.
Very interesting.

Cumberland Valley School District's High School Diploma for Adults

Sam Gruber

5/31/96

	Content	Presentation	Relevance	Overall Rating
Count	27	27	27	27
Avg + Std Dev	10.3	10.2	10.4	10.2
Average	9.6	9.4	9.2	9.5
Avg - Std Dev	8.9	8.6	7.9	8.8
Max	10	10	10	10
Min	7	7	6	7



June 5, 1996

Dear Sam,

Thanks so much for all of your efforts in presenting your information about The Alternative Diploma at the Region 1 and Region 4 Inter-regional. Rachael and I certainly appreciate it. You can tell by the evaluations that those attending the session felt that they learned a great deal.

I know I will be in touch —

Sincerely,
Bootsie Barbour

REGION
ONE
PROFESSIONAL
DEVELOPMENT
CENTER
670
WEST
36TH
STREET
ERIE
PENNSYLVANIA
16508-2645
PHONE
814-866-3105
X-223 or X-224
FAX
814-866-5045

PROPOSAL FOR HIGH SCHOOL DIPLOMA

FR: Samuel Gruber, Coordinator of Adult Education
RE: Proposal for a High School Diploma

The Primary mission of a school district is to provide a quality education for the students it serves.

What obligation do school districts have to students who have not completed their education in traditional educational program?

Reasons students drop out of school:

1. Older adults have left school for economic reasons.
2. Women who became pregnant prior to 1978 were forced to leave school until the child was born. For various reasons a percentage never returned after the birth of their child.
3. For young adults the loss of interest in education, immaturity, attitude expulsions, learning difficulties and disabilities are major reasons for leaving school prior to graduation.

The favorite song of a large percentage of these students is *"I wish I would have"*.

The usual method for these individuals to earn their diploma is by obtaining a GED diploma. The GED diploma opens many doors, but has numerous drawbacks. Merely trading the GED diploma for a school district diploma does not rectify these drawbacks. Ex:

1. The U.S. military accepts only high school graduates, unless it is necessary to fill quotas (The U. S. military developed this test during World War II).
2. Registered nursing, the PA State Police are examples of other occupations requiring a regular high school diploma.
3. The GED does not prepare graduates with the life skills needed in today's society.

EXAMPLE OF PARTNERSHIP LETTER

PA BLUE SHIELD

Pennsylvania
BlueShield
Camp Hill, Pennsylvania 17089

April 13, 1994

Ms. Cheryl Keenan
Director
Bureau of Adult Basic and Literacy Education
Pennsylvania Department of Education
333 Market
Harrisburg, PA 17126-0333

Dear Cheryl:

Two years ago my son graduated from Cumberland Valley High School as a traditional student. Although we were proud of his accomplishment, we were (like many others in the audience) awed by the adults who proudly marched across that same stage to accept their diplomas. Realizing how much more difficult their task had been, the crowd immediately responded with a standing ovation.

This past year several employees of Pennsylvania Blue Shield will make that triumphant march across that stage. Since I have supported their efforts over the past several months, I can personally appreciate their accomplishment and enthusiastically support the program that helped them accomplish their goal.

From the very beginning, these adults (many of whom had received little support during their high school years) knew Cumberland Valley's program would help them accomplish something that for many years they had believed impossible--earning their high school diploma. Sam Gruber and his staff always greeted them with warmth, well written materials and well organized instruction. Importantly, since the academics of the program were stressed, not only will they earn their diploma, but they have learned new skills and improved many important skills along the way. For this reason, all of our participants will leave the program with improved self-confidence and several are planning to enroll in college in the fall.

I have not only seen success; I have seen transformations. For the first meeting, three of our employees asked me to come with them to help them just walk through the door. In the words of one of these people, "You need to understand that high school was not a pleasant place for us and it is all we can do just to get through the doors." The person who made that statement was the first person to finish all of his competencies and is one of the people who will attend college in the fall.

To illustrate how important the support given by the CV staff is, I share the story of another person whose father bet her she would never finish! However, because the CV staff encouraged her and supported her efforts, this woman will graduate with the rest. She related that the happiest day in her life was telling her father he had been wrong about her and needed to put the graduation date on his calendar and, more importantly, be there.

No one will ever convince me that one penny spent on this program is wasted. The CV staff put in extraordinary hours to provide individual attention and effective instructional time. I know first hand that many of these people put in additional hours of their own time.

Another measure of this program's success is the list of people I already have for next year's class. These people want the same opportunity that has been given to others.

Since my background includes teaching all grade levels from pre-school to the graduate level and working with numerous adults, I know effective programs when I see them. The Achieve program at Cumberland Valley is definitely one of these. Therefore, I would be glad to provide any additional information about this program and what it means to its participants. I can be reached by telephone at 730-1864.

Sincerely,

Karen D. Bowser

Karen D. Bowser
Manager, Personal Skills Training and Education
Pennsylvania Blue Shield

KDB/kdb

cc: Mr. Samuel C. Gruber
Coordinator of Continuing Education
Cumberland Valley High School